

**CORNELL UNIVERSITY LIBRARY
COLLECTION DEVELOPMENT ORGANIZATION &
MANAGEMENT PROJECT**

Introduction

This project consists of a survey of a selected group of academic libraries to ascertain facts about their current practices and organizational structures involving collection development, and to detect trends that it might be useful for Cornell University Library (CUL) managers to know about as the planning for Instruction and Learning, Research, and Information Services (IRIS) continues.

Methodology

I conducted interviews with twenty librarians at nineteen libraries. See Appendix A for the list of interviewees and their institutions. I chose these either because I knew them and knew that they would have something useful to say, or because two or more people told me that I should talk to them. There is nothing scientific about this survey and my sample is representative of nothing more than my bias in thinking that these were institutions that CUL would naturally look to for ideas. I followed up on some interviews either with second interviews or e-mail correspondence.

Each interview lasted from forty-five minutes to one hour and loosely followed a list of questions that I had sent to the interviewees beforehand. The questions were:

1. From both an overall and collection development perspectives, how have libraries adjusted to the new reality of paper and digital collections?
2. What organizational changes have resulted from this adjustment?
3. What has the impact of these changes been
 - a On collection development staff
 - b On the relation of collection development with
 - i. Public services
 - ii. Cataloging
 - iii. Acquisitions
4. Of these adjustments, can some be judged as more successful than others?
5. Are there major trends developing?
6. What are the qualifications for a collection development specialist in 2001?
7. What will they be in 2006-2010?
8. Where do you want your library to be in 5 years, insofar as collection development is concerned?
9. What question(s) do you think I should have asked but didn't?

The questions were intended to provide a framework for the discussions but I encouraged participants not to feel bound by them. In retrospect I should have collapsed the elements of question three in one and combined questions six and seven. Respondents often did not comment about the points in question three as if they could be discussed separately.

Results

There were few clear-cut answers but there were some. For a complete list of those ideas or conclusions that were shared by two or more respondents, see Appendix B. The list only reflects those interviews in which these items came up for discussion as not all interviewees addressed all questions. There was general agreement on the following. (The number in parentheses at the end of each statement indicates how many respondents made that statement in one form or another):

1. Describing their libraries, there are no longer full-time bibliographers. Subject specialists, the term most often used to describe librarians with, among others, collection development responsibilities, are part of public services or have combined collection development/public

services duties. For most, the distinction between the collection development and public services is no longer very meaningful. (14 respondents)

2. New librarians increasingly are not reference librarians or collection librarians, but are multi-faceted subject specialists. Their job descriptions include reference and other information delivery issues, collection development and management, licensing issues, bibliographic instruction, contact with users, web development, work on digitization projects, and copyright. (10 respondents)
3. Subject specialists need a new set of skills: Subject specialty, technical savvy, service orientation, and good interpersonal skills. Subject specialty remains the most important qualification in the minds of all but two of the twenty respondents. Technical savvy means understanding of technology, metadata standards and encoding, gateway structure, linking resources, interoperability, but not necessarily specific products or technical problem solving. (10 respondents)
4. A common solution to dealing with the specialized work required by electronic resources has been the creation of electronic resources librarian positions. Where the position resides organizationally varies widely between public or technical services. Two institutions have two such librarian positions, one of those is trying to get a third. In one library a support staff member holds this position. (8 respondents)
5. There are still full-time bibliographers. Two interviewees responded, one that building a world class collection cannot be done by part-timers, the other that basic job requirements for bibliographers would not change soon, although bibliographers might, by choice, be involved in more activities. (4 respondents)

The five points above reflect those for which there was basic agreement by four or more respondents. In addition, Appendix B includes four points on which three respondents agreed, and three on which two agreed. Some, if not all, would undoubtedly have gathered more supporters had all interviewees responded to all questions.

I obtained extensive comments from which I generated the above summary. These comments are included in Appendix C, generally grouped under the nine questions that I sent to the interviewees.

Discussion

My inquiry generated considerable interest. In general respondents projected the feeling that they are coping with the digital revolution, but they are worried about the future. One of the more important points made by one person was that the process that all of us use now for handling electronic resources is not scalable and we will have to find something else within five years. Many responded that they have adjusted more or less well or completely to the reality of paper and digital collections. Nevertheless I sensed that, other than the fact that their libraries are surviving, they don't project a sense of accomplishment. I suspect that it is because they know that the future is still highly problematic and they are still casting for ways to prepare for it.

Five ideas or adaptations struck me as particularly interesting. The first is the Stanford structure involving subject teams that have their own technical support. Because every team deals with different disciplines, each one with its own problems and requirements, it seems like a good idea to develop technical support that is geared to address specific problems. No one, including technical troubleshooters, can know everything.

The second adaptation is the California Digital Library. It relieves member campuses of an enormous amount of work in acquisitions, cataloging, license management, and database maintenance. (I did not get into it specifically but I assume that OhioLink and CIC are, at least in part, local adaptations of the CDL model.) Why don't we have this in New York?

Several interviewees mentioned the changes at the University of Washington as being particularly noteworthy. Collection Management Services is a 6-staff member organization that negotiates licenses, maintains inventories of electronic resources, work on budget management, and handle gifts. It provides support to the rest of the library and respondents marveled at the level or

support that was available. It also seems to be almost the antithesis of Stanford's adaptation, yet both seem to work. I did not get into a comparison of the organizational structure and history of both institutions to understand why they went in different ways, but the fact that there are two adaptations like this that seem to work is worthy of further investigation.

The involvement of the library with other departments in cooperative ventures is a reality beyond what I imagined, and it seems to generate almost universal enthusiasm. When people describe these they become almost passionate.

Finally, more on a personal level, I was struck by the observation of one interviewee that students, through their professors, create a grassroots movement that influences the selection of resources. I have always thought that students related to the library independently of anyone else and that we had really three constituencies (undergraduates, graduates, and faculty). But we may only have two, or even one, or we may have a varying number depending on what issue is on the table.

cmb
4/30/02

APPENDIX A

**COLLECTION DEVELOPMENT ORGANIZATION &
MANAGEMENT PROJECT
INTERVIEWEES**

Arizona	Steve Bosch	Materials Budget, Procurement, and Licensing Librarian
Chicago	Sem Sutter	Assistant Director for Humanities and Social Sciences
Chicago	Judith Nadler	Associate Director
Duke	Deborah Jakubs	Director, Collection Services
Harvard	Jeffrey Horrell	Associate Librarian for Collections
Hawaii	Diane Perushek	University Librarian
Illinois	Karen Schmidt	Associate University Librarian for Collections
Indiana	Martha Brogan	Associate Dean & Director of Collection Development
Iowa	Ed Shreeves	Director, Collections & Information Resources
Michigan	Mark Sandler	Collection Development Officer
Minnesota	Peggy Johnson	Interim University Librarian
Notre Dame	Gay Dannelly	Associate Director for Resources and Collection Services
NYU	Michael Stoller	Director, Collection & Research Services
Ohio State	Carol Diedrichs	Assistant Director for Technical Services & Collections
Penn State	Bonnie MacEwan	Assistant Dean for Collections
Princeton	Jane Bryan	AUL for Public Services & Collection Development
Princeton	Richard Schulz	Associate University Librarian for Technical Services
Stanford	Assunta Pisani	Associate University Librarian for Collections and Services
UC-San Diego	Brian Schoettlander	University Librarian
UNC	Larry Alford	Deputy University Librarian
Virginia	Karin Wittenborg	University Librarian
Washington	Joyce Ogburn	Associate Director - Resources and Collection Management Services
Yale	Ann Okerson	Associate University Librarian for Collection Development and Technical Services

APPENDIX B
COLLECTION DEVELOPMENT ORGANIZATION &

**MANAGEMENT PROJECT
AREAS OF AGREEMENT AMONG RESPONDENTS AND TRENDS**

(Continued on next page)

Statements or Conclusions	# of Respondents
How well collection development librarians have adjusted to the transformation of libraries is not age related but a matter of personality, experience, and history.	2
Functional lines are becoming fuzzy and thin.	2
No full-time selectors and selectors are part of public services or have combined collection development/public services duties (distinction between the two is no longer very meaningful).	14
Catalog is supplemented by e-resources list unlinked to titles in catalog.	2
Creation of electronic resources librarian position. Where it is located in the structure varies widely.	8
Libraries have not retooled well insofar as building the infrastructure to make electronic librarianship work well.	3
Some institutions have full-time bibliographers.	4
Skills needed: Subject specialty, technical savvy, service orientation, good interpersonal skills.	10
New librarians increasingly are not reference librarians or collection librarians, but are multi-faceted subject specialists. Their job descriptions include reference and other information delivery issues, collection development and management, licensing issues, bibliographic instruction, contacts with users, web development, work on digitization projects, and copyright.	10

Statements or Conclusions	# of Respondents
Librarians are becoming actively involved in academic departments, and may be located there for part of their schedule.	3
Librarians are involved in cooperative projects with departments outside of the library. In some cases, the library provides the leadership for the project.	3
The uniqueness of large academic libraries is increasingly found in special collections and special programs or specialties of the institution.	3 (1 with a caveat)

Notes:

In order to appear in this table the ideas listed in the first column had to be expressed by two or more respondents.

This is not a legitimate frequency distribution because not all statements were discussed with all respondents. Nevertheless it gives some indication of the degree of agreement about these points that seemed to be on people's minds more than others.

APPENDIX C

**CORNELL UNIVERSITY LIBRARY
COLLECTION DEVELOPMENT ORGANIZATION &
MANAGEMENT PROJECT
RESPONDING LIBRARIES ANSWERS**

- 1. From both an overall and collection development perspectives, how have libraries adjusted to the new reality of paper and digital collections?**

Respondent A

Have completely adjusted. The issue that has divided people is commitment to service rather than commitment to collection. The split is not a matter of age (young versus old librarians).

They maintain a database that includes acquisitions, authentication, access, and license-specific information. They are also developing an Optical Image database of all critical documents relating to e-resources (orders, invoices, agreements) which will be linked to the e-resources database.

Respondent B

In the process of adjusting. Evolving from a very traditional structure.

Respondent C

Unevenly. To adjust successfully two conditions must be present: the willingness to re-channel resources and the aptitude necessary to do so. As a community, libraries should have looked at the transformation to a digital world more positively.

Respondent D1*

The adjustment has been uneven, with science staff adjusting most completely, then those in social sciences. The first experimentation with e-books was in the sciences. Social science staffs are open to numerical data. The transition over the digital divide will not be complete until they can say that, when multiple formats are available, the electronic is sufficient.

Three years ago all funds were taxed 4% to create two large funds, one for e-journals, the other for databases.

Respondent D2*

Libraries have not adjusted as well as they should have hoped to. The real problem is in making the relation between print and digital formats transparent to users.

Libraries have marginalized the OPAC by putting web front-ends to resources that don't link to titles in the OPAC. They have created crypto-catalogs on the web.

While student expertise with technology is high, coping with continuous complicated technological change is clearly burdensome for many among the faculty. The developing complexity of the relationships between the technological infrastructure supported by the campus computing agencies and the resources made available through the library require far more intensive coordination than formerly with higher risk of problems ensuing in sensitive areas.

There has not been much movement yet toward digital versions replacing paper. JSTOR was supposed to provide significant savings in space costs, free up shelves, but it hasn't happened. They cannot even send paper versions of JSTOR titles to their offsite storage facility.

Respondent E

Libraries have not retooled well insofar as building the infrastructure to make electronic librarianship work well. Many places are struggling, especially in maintaining links and creating metadata.

Respondent F

How well libraries have adjusted to the paper/digital reality depends on the condition of their materials budgets. Tough budgets pressure collections managers and force change.

Dealing with the proliferation of electronic products requires a huge learning curve.

Libraries are also dealing with conflicting constituencies. Some (faculty) are concerned about paper. Others (students) are not.

OhioLink makes the archival issue almost moot.

About licensing, integrated library system folks haven't stepped up to the plate to include this as part of acquisitions subsystems. That seems the ideal solution to avoid having to consult and update two databases to keep the information up-to-date.

* Respondents D1 and D2 are from the same institution.

Respondent G

Dealing with the paper/digital reality was less difficult for collection development than it was for cataloging. These, as well as budget issues had to be worked out.

Respondent H

Libraries have not adjusted well to the new reality. From the perspective of collection development they are struggling for methods to evaluate electronic resources and achieving a balance between print and electronic formats. Until two years ago the scale of electronic resources was small enough that libraries could dive in and buy everything they could. Two years later there are new large resource sets in the social sciences and humanities and juggling the demands of users has become much more difficult. We used to make decisions quickly on a title-by-title basis. These decisions remain, because paper is not going away, but we now face different and additional complex decisions due to the scale of the e-resources problem.

Scalability is a problem. No library is equipped to handle an increasing number of e-resources.

Respondent I

The duplication of databases across institutions and the development of vanilla electronic collections are two concerns.

Respondent J

This library still has 6 full-time bibliographers and they are without a head. They are tradition-bound, very good at what they do, but would not do well in other activities such as reference desk duty or teaching. The adjustment to the new reality is not age related, but is a matter of personality, experience, and history.

Respondent K

There is a disconnect when talking about the print/non-print split. Different folks approach these things differently. Libraries have not adjusted to the dual world very well. They are still acquiring paper as well as electronic journals, mostly for archival reasons. Other places are canceling print for financial reasons. This library held off acquiring large sets as long as possible, resisting the blackmail to get them to get things they don't need. Other institutions have given up building research collections. They now buy e-resources to meet current demand.

Respondent L

People complain about budgets but basically the system is working. Bigger schools are doing a better job of digitizing, but it is still a peripheral activity. The balance is still toward print so bibliographers still need knowledge of the book trade.

Respondent M

The funding problem is exasperating and has made collection development work more challenging and frustrating. It is much harder to make selection decisions and one can get tired of having to make hard choices.

Respondent N

Collection development follows an integrated model. There are no segregated bibliographers. They are reference librarians. The main advantage is that they are in contact with end users.

Respondent O

Libraries have done great in adjusting to the new reality but not without pain. This library has been delivering print and non-print materials directly to faculty. This has rendered moot the issue of access versus ownership.

Contributing to the success of this library are:

- a remarkable staff, less resistant to change than others. They run a new staff orientation program 4-6 times per year in which they talk a lot about change.
- A real bias toward change, strong focus on users, and support for training. The University Librarian talks to the staff a lot about their culture, about customer service, and how much the university values that. 98% of the comments that she gets from users are of the "Oh my God, your staff saved my life" kind.

Respondent P

Have not adjusted well.

They have their electronic resources in a separate database. Few of them are in the catalog, but those that are link to records in the database. They are exploring ways to provide users with a seamless approach.

They have many departmental libraries and no bibliographers. Subject specialists do the selection. What is good about this is that they handle all the interaction with users. What is bad is that emerging disciplines (bio-technology, medieval studies) tend to fall into the cracks. Compounding this is the real problem that, from the beginning, the acquisitions of electronic resources has been completely separate from that of other formats.

However, change is coming.

Respondent Q

On the whole libraries have adjusted very well to the new world, although some have over-reacted.

2. What organizational changes have resulted from this adjustment?

Respondent A

Creation of an Electronic Resources and Scholarly Communications Librarian.

Respondent B

Position of Electronic Resources Librarian which does not report to the Associate Director for Resources and Collection Services.

Respondent C

Collection development has migrated to public services, even if the leadership of collection development and technical services have been combined.

Respondent D1

A Digital Resources Advisory Group has been formed to select and fund big e-resources packages. A new position of Electronic Resources Coordinator has been created. It reports to the AUL for Technical Services.

Respondent D2

Organizationally, this library converted three cataloging positions. One became a Metadata librarian, another an Electronic Resources Coordinator, and the third was given to the Systems Office. The Electronic Resources Coordinator is an acquisitions position reporting directly to the Associate University Librarian for Technical Services, not to the Acquisitions Department head, and deals with licenses, payments, and access-related problems.

Digital technology has spawned new services (electronic reserves, document delivery) without decreasing the need for old-type resources and services and it has caused an expectation of decreased turnaround time. This library converted two ordering positions into a Rapid Response Unit. A great deal of what these staff members do is order materials on the web using credit cards.

Staff need to have a different skills set. They need people who are technically savvy, comfortable with PC technology and very comfortable with Windows, and file management.

Respondent E

Has not had bibliographers for 9-10 years. Selection activity is divided along subject lines and assigned to public services staff. Staff who process electronic resources are part of technical services.

Respondent F

Organizationally and administratively five major changes have happened here. First is the merging administratively of collection development and technical services. The AUL bridges the gap between technical services and collection development and often finds that, as a result, it is easier to reach compromises. Second was the allocation of more manpower devoted to usage statistics. Third was the dispersing of collection management responsibilities to more and more staff. However it is unclear whether this was only a response to budget pressures or due to the Assistant Director for Public Services deciding that all reference librarians had to take on some collection development work. Fourth, more money is being held up centrally for electronic

resources because it is too hard to move money around. And fifth, while there has been no reduction of work for technical services on the print side, there is a lot more work because of electronic resources.

Respondent G

There were significant organizational changes involving collection development, but they were not necessarily attributable to digital-related causes.

Respondent H

Organizationally we have not changed as much as we need to. Here a collections' assistant handles the lion's share of licenses. However none of us have the resources sufficient to deal with the scale of the probable increase of resources over the next five years unless licenses become easier to handle.

Respondent I

In 1984-85 this library adopted the split model of collection development. There are 30 selectors scattered across the institution. The full-time/part-time dichotomy is problematic because this is not really what evolved. What did evolve was a blending of jobs. "Cafeteria style" job descriptions became the norm, based on individuals' aptitudes and interests. People define themselves by their home base.

All collection development should not be in reference.

E-resources are funded centrally. Selectors are organized in five discipline-related groups and recommend purchases.

Respondent J

Full-time or nearly full-time collection development staff make sense for strong area collections where collecting is done at the global level. But these staff should also teach, participate in training programs, and establish contacts. A part-timer cannot replicate this kind of work.

Respondent K

Organizationally, this library has set up an Office of Information Systems. The office includes a Digital Acquisitions Coordinator who coordinates acquisitions of e-resources across the campus.

Respondent L

Organizationally, changes are still in the works. The standard pattern has been to set up committees to adjust. At the institution where this respondent worked before, collection development staff were combined with audio-visual and IT staff. This was driven more by the need to accommodate a renovation than fundamental changes in library programs or services.

Expensive resources involve more people in cross-departmental structures.

Respondent M

Set up a position of Electronic Resources Librarian to manage contracts and licenses. The position is in collection development and negotiates with the university and vendors. Traditional bibliographers have become intrigued and enthusiastic about digital initiatives. Although the humanities and social sciences library still have a few old-style full-time bibliographers, people hired in the last 10 years spend at least 4 hours per week on the reference desk.

A new committee, the Digital Working Group, mandates cross-functional cooperation involving acquisitions, collection development, public services, and cataloging.

Respondent N

The bibliographers' group hold a quarterly meeting in which it discusses allocations and evaluates annual purchase proposals involving one-time money. The California Digital Library is the central agent for the purchasing of electronic resources. CDL staff finds itself overwhelmed by the amount of work to do.

Respondent O

Organizationally, 6-8 years ago bibliographers were not on the same page as the rest of the library with respect to the digital future. This library had a fairly traditional model with subject specialists selecting for subjects, not departments. They used to have 10 full-time selectors. Now they have 25, working with public services and have a variety of

duties. The transformation of collection development initially generated a lot of anger. One person took early retirement. For the others it has been exciting.

Respondent P

The management structure includes four AULs (Collections, Services, Information Technology and Policy Planning, and Planning and Budget. The AUL for Services has the responsibility for services across divisions.

Under discussion is a plan to combine the management of print and digital formats under the collections hat.

In order to connect the library to what the campus is working on, they hired their first Virtual Librarian to serve the needs of their institution's Post-Genomics Institute. They hope to hire a second to work with global resources.

Respondent Q

Its organization reflects its early interest in electronic formats. From the beginning they made sure that selection and acquisitions for print and electronic materials would not be separate activities.

In the early 90s they created a multi-disciplinary Access to Information Committee to select databases and figure out how to make them available.

Collection and services is organized in four resource groups: Humanities, Social Sciences, Engineering and Sciences, and Area Studies. Specialists from the main library and heads of branch libraries are included. Each group has attached to it an academic computing unit to work on issues specific to the disciplines of that group. It is not as useful a group for the Engineering and Sciences Resource Group because there is much more support already available commercially for the sciences and the individuals in that group are naturally very involved with technology.

There are two AULs. The first is for collections and services. Her units have for major goal to explain content to users. The second, for technical services, is responsible for acquisitions, cataloging, preservation and access services (circulation, building-related activities such as opening/closing doors and managing turnstiles). The reason Access Services is under this AUL is to equalize the workloads of the two AULs.

Respondent R

Created a new department to support staff who do collection development. 6-person staff negotiates licenses, maintain inventories of electronic resources, work on budget management, and handle gifts.

Catalogers think much more about metadata and some are working directly with faculty. As a result there is some breakdown of the public services/technical services division.

Respondent S

Collection development specialists in the humanities and social sciences work in a large division that also includes reference and document delivery. They all do other things beside collection development (bibliographic instruction, reference, web development). They align themselves with academic departments, are proactive, and are the key to getting faculty support and cooperation as well as very concrete feedback.

3. What has the impact of these changes been

a) On collection development staff

Respondent A

No longer have full-time bibliographers.

Distinction between collection development and public services is disappearing.

Subject specialists understand that licensing is part of their jobs, but some have not accepted this.

Respondent C

Collection development has taken a lot of hits. Selectors have been pushed out of the decision-making, especially when it involves technical or licensing considerations. They have lost status and will not regain it.

Respondent D1

Their challenge is to become more comfortable with the idea of access rather than ownership. It is not enough to buy electronic resources, they must also guarantee access to them and sell them to users.

Respondent D2

The cost of electronic resources has transformed traditional budget lines creating a need for central funding and cooperative acquisitions. By and large this seems to be working well, though the increase in the need to share funding, along with the continuing pressure on the acquisitions budget to meet traditional subject needs, has created some tensions.

Respondent F

First, they have less time for collection development. "Old school" bibliographers, who sit in offices while they select and craft collections, are disappearing. They are more inclined to not review incoming materials. Second, there are a lot of inexperienced collection development folks who need more support and maintenance. They also need more formal statements from the library administration to help them in their discussions with faculty. Third, they have to deal with a lot more demands on their time from sales staff of e-producers who call more often and take more time. This task used to be limited to technical services.

Respondent H

At this library collection development staff also do reference work, although they spend less time at the desk than reference staff. They also do bibliographic instruction. An average distribution of their time might be 10% in conventional reference work, 45% in various kinds of teaching and contact with users, and 45% on collection development.

Changes have not had sufficient impact on collection development staff. People tend to be "overwhelmed by the magic" and are not thinking critically enough. Work related to electronic resources is not folded enough in the routine. Most of the intellectual process should be happening in collection development as acquisitions librarians and senior managers know very little about specific subjects.

Respondent K

The role of bibliographers is changing. They are now expected to work with technical staff to plan digitization projects and identify materials to digitize. About one third of the bibliographers have been involved in such projects. Bibliographers hired in the last couple of years participate in instruction, but this is not mandatory. Nor is it necessarily a sign of a long-term change in jobs, but reflects the bibliographers' expectation that they are not just buying books.

Respondent L

The stress on collection development staff has been significant. Subject specialties are not enough anymore. This is painful for a lot of bibliographers who still view the library as collection because they have to become techies. Also they need to learn about the web environment, standards for digitization and are responsible for some bibliographic instruction. Collection development will become less attractive to failed PhDs.

Respondent M

The electronic resources routing form used for selecting resources is not the same as passing an object around and deciding whether to keep it on the basis of what one sees.

Respondent O

In the old days collection development was just about buying content. Bigger was always better. Librarians now have an opportunity to create content. They have to think about what the priorities are, copyright, access, all things that make life interesting. Collection development works with public services on content, what works, and what doesn't.

A committee does selection, print and digital. The committee is collecting for everyone.

Subject specialists create web pages for their departments, an idea which was initially not well received. But most people realize that they are in a new world and adjust.

Respondent Q

Staff in the central library is deeply involved in providing advanced reference, not basic, in delivery issues of electronic resources, in collection management, and in building special collections. They are very busy and complain about it but would not have it any other way. They want to be involved in special collections and have the contacts with faculty and students.

Reference service is provided in three units. The Information Center provides basic reference. More specialized service is provided in the Humanities and Area Studies Reading Room and the Social Sciences Reading Room. Subject specialists do not man the desks but have offices next to them.

The electronic age has forced bibliographers to become concerned with access issues and technology. Academic computing includes a corps of staff who are technology and subject experts. They are assigned to departments.

How did they get people to go along with the changes? It took time. Planning took many years and people were engaged in the process. From the beginning they saw that what they were doing was for the good of the organization.

Respondent R

Selectors are in public areas. None are full-time in collection development.

A problem is ambiguity in the jobs.

Technology's impact on selectors has been significant. They are moving away from selection from slips to electronic selection. They place requests on Blackwell's Collection Manager, then acquisitions import the records for items they have selected into the local system. Electronic resources are so expensive that decisions about them are made in groups. Funding is becoming less centralized for subject-related e-resources. Other campuses still prefer to fund them centrally.

Information literacy and legal understanding are becoming important components of collection development and public services jobs. This university has a state attorney-general on campus to help with legal issues.

Respondent S

Full-time bibliographers have become full-time subject specialists. They are not part of the reference desk rotation but are all doing reference and instruction work and web development.

b) On the relation of collection development with

i. Public services

Respondent D1

There need to be closer relationships and collaboration with public services.

Respondent I

There is an increasing role for area specialists in teaching. The Instruction Librarian coordinates the library participation. Collections people also are more involved in outreach activities.

Respondent K

The library world has become much more complicated and this affects the relationship between public services and collection development. Bibliographers need to be selling digital information to faculty, especially in the humanities.

Respondent L

At the university where this respondent worked previously, there were five full-time bibliographers who made little forays into public services.

They shared faculty liaison duties with public services staff, and collaborated in bibliographic instruction teams when their subject was being taught. Public services staff do more than collection development staff to publicize new resources and write scripts.

Respondent M

Although the Electronic Resources Librarian is the initial contact for troubleshooting, he is not always available so staff on the reference desk has to do technical troubleshooting.

ii. Cataloging

Respondent A

Cataloging has changed. If an electronic resource is cataloged, then it has been de facto selected, whether or not a selector selected it. But the reverse is not true. It is possible to select e-resources and make users aware of them without cataloging them. That is what selector web pages do.

Respondent C

Serials catalogers work closely with selectors to represent electronic resources in the catalog and they are appreciated.

Respondent D1

Cataloging is feeling some pressure from public services to process electronic resources as quickly as possible.

Respondent D2

Electronic reserves is growing continuously. They support 220 courses from the central library, 60 of which have electronic reserves components. This has meant putting more cataloging staff into reserve operations. That staff has doubled. Electronic reserves has also brought the copyright issue to the forefront.

Respondent F

Insofar as cataloging is concerned, records maintenance for e-resources is greater than for print materials. It often involves problems that technical services cannot solve because mechanisms for finding answers do not always exist.

Respondent L

For technical services, more record sets being available means more contact with bibliographers to decide how to handle particular resources. Not many bibliographers create metadata records but they are involved in their creation.

Respondent M

It took too long to catalog e-resources so public services staffs have created lists.

iii. Acquisitions

Respondent A

New position has re-created problems with the collection development/acquisitions relationship. The Electronic Resources Librarian in collection development is doing work that should be done in acquisitions, which is not ready for it. This causes tension. The Electronic Resources Librarian needs to spend more time on matters like copyright.

Acquisitions will undergo major changes in the next 5 years as selectors do more and more of their own purchasing through vendor services like GOBI. However, now, it is still set up to build a paper collection. It hasn't transitioned.

Respondent D1

The Electronic Resources Coordinator helps take the pressure off acquisitions staff to respond to public services needs.

Respondent F

Some efficiencies, such as electronic invoicing of serials, have been lost. Acquisitions staff is under a lot more stress because they are the first point of contact when licenses expire or things go wrong.

Respondent G

The impact on acquisitions has not been as severe as it could have been because the contractual/licensing process is handled elsewhere by electronic resources coordinators and the Associate University Librarian.

Respondent L

Collection development is more dependent than ever before on acquisitions for the acquisitions of e-resources.

Respondent R

Monographic acquisitions has become more efficient and aligned with cataloging, serials acquisitions with collection development. It is not clear what is going to happen to receiving over time. Jobs are becoming more routine, are shrinking, and are performed more and more by students.

4. Of these adjustments, can some be judged as more successful than others?

Respondent A

We are still struggling with the implementation of technology. Tech. people don't know what we need and there is a gap between them and content providers. We need to learn to talk more and better with technology people. The current communications gap means that we are not using technology effectively. However, although we are struggling with technology, one thing we do really well is digitize work.

Respondent C

Part of the success at this university in linking digital and traditional libraries has been due to great personal relationships, and this has led to great fungibility of funding.

Respondent H

One positive change is that people are forced to work more together. Decision-making tends to involve public services, which is a change, but may not be the right change. The key question is: Are we getting the right advice from the right people? Are technical concerns overwhelming subject decisions?

Respondent M

Have made efforts to get collection development old-timers more involved. Just scheduling them on the reference desk is pretty simplistic and basically fruitless.

Respondent N

Acquisitions and cataloging of e-resources is being done centrally on a title-by-title basis through the California Digital Library.

Respondent O

Working in a cooperative mode with departments outside of the library. In a joint project with the Computing Center and the English Department, the Library asked for faculty who were interested in bringing technology in their classrooms. The project was a stunning success, with feedback universally positive. Professors said that they had reinvented their classrooms. The Library was the force that was driving this project. The faculty trusted the English specialist on the library staff to provide advice about instructional technology. The project was made appealing with a pretty big carrot. Every participant received a fully loaded laptop computer provided that he or she agree to undergo 20 hours of training in the use of technology and agree to use technology in his or her classroom. The faculty was eager. Young professors were terrified of the time commitment, while the old ones did not want to be left behind. They will now try to scale the project up.

5. Are there major trends developing?

Respondent A

Full-time bibliographers are disappearing and most institutions are struggling about how to do it.

Lines between functions are becoming fuzzy and thin.

Respondent B

Internal resources will be used to build the heart of the collection. Access to a core collection and information delivery will be contracted out to outside vendors.

Respondent E

The bibliographer model of collection development is disappearing; the shift of licensing work away from the AUL level is probably true; big money decisions are being made at level higher than that of bibliographers.

Respondent F

The combining of collection development and technical services staff.

Migration of resources to public services, resulting in more stress on technical services.

Tasks are increasing in complexity without that increase being offset with workload reduction.

Respondent H

Copyright is a new issue in acquisitions/collection development. Our ability to acquire is conditioned by our ability to, and speed of, processing licenses. The process currently in place is not scalable. Acquisitions has become very complicated and we are doing remarkable things in terms of getting new resources to patrons and surviving.

Respondent K

Students are asking their professors why they don't have access to certain resources. By transmitting their requests to the library this grassroots movement is influencing selection. Faculty who come from other institutions compound this by asking for services, like document delivery, that they used to have in their previous institutions. Time is important to them.

Respondent M

Jobs posted now call for an understanding of digital/technological issues.

More big journals are going to become available only electronically.

In some very focused collections, this library is thinking about requiring, not an MLS, but a PhD with extensive library experience.

Libraries will continue to spend more money for resources, and not for staff to manage them, knowing that it is not sustainable.

Budget struggles will continue until pricing of scholarly information straightens out.

The uniqueness of large academic libraries is increasingly found in special collections and special programs or specialties of the institution.

Respondent N

The idea that OhioLink had essentially rendered the archiving problem moot is only partially correct. Having the archives of journals was not necessarily solving the archival problem (there remain significant technological and long-term management issues) but OhioLink libraries have two steps up on the rest of us.

Insofar as the success of adjustments is concerned, there remain important infrastructure questions. For example, the equipment needs of humanities scholars are not being met.

In the electronic age physical characteristics of the journal have become more important than those of the users (its access, whether it has color, how long it is).

Faculty have evolved too. Some faculty said they didn't know that the library was still getting print. Also humanities faculties are more receptive than once thought, although there is a generational problem. Older faculty tend to be more resistant.

The need for physical browsing is related to the need to run into colleagues in the Olibrary. There is a need for human interface. A sociology faculty member at this university said that, the more digital information is available, the more important the library as a place becomes.

Respondent O

Technology makes a librarian a collaborator rather than a servant.

Jobs have become much more complex. They involve buying, licensing, and setting priorities for digitizing existing collections for teaching and research. Librarians are also doing much more technical instruction.

Libraries focusing more on primary source materials for their print acquisitions.

Respondent P

Libraries are focusing more on primary source materials for their print acquisitions. This librarian agrees with the one at Library M that the uniqueness of large academic libraries will be found increasingly in special collections, but she agrees only to the extent that we don't equate special collections with rare books.

This library will want to keep print copies of e-resources in their repository.

Respondent S

The trend to combine collection development with technical services is not a good one. It reduces collections to too basic a level as budgetary or processing units. They cannot be dealt with only in terms of numbers.

6. What are the qualifications for a collection development specialist in 2001?

Respondent A

Bibliographers should have a really strong digital component to their jobs. They need to be more technology-savvy.

Respondent B

Passion for a subject and passion for service.

Respondent C

Less dependence on subject and language capabilities.

Respondent D1

Subject expertise is still the number one qualification. Over time collection development staff need to develop the ability to assess electronic resources from other perspectives, mostly technical, and learn to look at collections in terms of content, portability, and usability.

As new librarians are hired their job descriptions include public services and bibliographic instructions activities.

Respondent H

The basic qualifications for collection development staff in the digital environment remain the same as for books: subject expertise and being in touch with users. In addition staff need to know what's emerging in digital work (what this respondent called organizational technologies such as metadata encoding, gateway structures, linking resources and interoperability) rather than specific products. Systems people are enough to take care of the infrastructure and the rest of us need to know less and less about that. This respondent made an analogy between the development of information technology and the light bulb. At the start, people needed to know much more about light bulbs than they do now. They had to know where to place them so that their heat would not burn the house down, how to connect them to a supply of power, and how they worked. After some time these things became taken for granted.

Collection development staffs also need sophistication about how to deal with vendors, a more finely honed knowledge of what users need, licensing-related skills, and the public service workability of resources they consider for purchase. Their time is wasted if they work on licenses, or anything that detracts from using their knowledge of their subjects. Libraries should hire subject specialists and teach the technical components of the job to them than the reverse.

Respondent I

Subject knowledge is still important. However reference librarians who replace collection development librarians often do not have subject backgrounds.

Respondent J

It is important to preserve subject specialists in area studies. They are needed to build a world-class collection. This may not be true for other subject areas.

Respondent K

Over the next five years and beyond it is going to be increasingly difficult to find people with the languages and expertise that the library needs.

Respondent L

We cannot give up language and subject specialties. But collection development staff should also have strong budgetary and report writing skills, be good teachers and presenters, be involved with donors and with preservation.

Respondent N

Collection development specialists need to have digital receptivity, not just digital competence. Hard core book people don't cut it anymore. In the future they will need to know a lot more about acquisitions, be sensitive to the reality of approval plans and outsourced acquisitions. The days of going through paper slips are gone.

Respondent O

Collection development specialists now need to more technically savvy, and they must have good interpersonal skills. They need to be more aggressive in reaching out, but many are not good at liaison.

Respondent P

Subject expertise and service experience.

Respondent R

Collection development jobs are broadening but subject expertise is still very important. This broadening is a problem as bibliographers can't know everything. Some will be more oriented toward subjects, others toward technology, depending on their individual qualifications. One concern is not to go too far and over-specialize. One problem with subject specialists is that they get tunnel vision and create competition between their subject and others.

Respondent S

Subject knowledge continues to be the foundation, with other skills added on top so that newly hired librarians can work in reference, bibliographic instruction, or web development.

7. What will they be in 2006-2010?

Respondent R

In the next five years collection development people will need to learn more about how people use the web, what products work well, but they will not need to know technical details that should be the province of systems staff. Systems people have to learn about collections. They can't just sit in the backrooms. They have to understand things from the users' perspective.

8. Where do you want your library to be in 5 years, insofar as collection development is concerned?

Respondent A

Subject specialists will be more and more into colleges. A handful of people already have office hours in colleges. The two main problems are getting suitable space from the colleges and getting staff to go there.

Respondent B

Within 18 months, with budget under control, real statistics about what they buy and don't buy, closer ties with development, and enhanced services, especially in special collections.

Within 5 years, much more electronic resources and more effective delivery mechanisms.

Respondent C

Better integration of digital resources management, cataloging, user services and bibliographic skills; librarians building resources rather than buying resources.

Respondent D1

Collection development staff involved in public services. It is the way to find out what users want and use.

With a way to assess collection development effectiveness.

Respondent F

In a new building with a much reduced physical collection and a more vigorous e-resources program.

With more of a handle on how people use e-resources.

Respondent H

In 5 years this librarian wants subject specialists to become more expert in technology, more sophisticated about e-resources. We will need more of them doing more things, especially in multi-disciplinary fields. He wants to see licensing and technical review procedures worked out differently so that they can be taken off the shoulders of collection development staff.

Respondent I

The library should be the library of the whole institution. Staff should think of themselves in more complex roles than "I'm a reference librarian," and they should be more visible. A renovation in the works is forcing new issues up front but is making people more territorial.

Respondent J

The current model with bibliographers in area studies will continue as long as there are those kinds of collections. Other bibliographer positions will evolve as their incumbents retire.

Respondent L

In five years buying print and electronic resources should be more alike, their selection more integrated, and the licensing process easier. There should be strong consortial relationships and more digitization projects. Collection development should continue to have its own identity. It makes it easier for faculty to know where to go. Finally, this library's materials budget should have a great boost and the university administration will have waken up to that.

9. What question(s) do you think I should have asked but didn't?**Respondent C**

What is going to happen with preservation?

Respondent K

What are the expectations from users? The world has changed and users expect a lot more. Also they are more engaged, faculty and students alike, in what the library is doing.

Respondent L

How do we train people to master all of the skills that they require?

Respondent N

Can a model that includes full-time bibliographers survive? No. It is anachronistic and it hinders management.

Respondent O

1. What does it cost to do all of this? Dollars spent in training are invaluable.
2. Are we really improving research and teaching performance?
3. How can libraries really cooperate?

Respondent R

What are the social and cultural implications of what is happening?

Where is it all going?

What is the impact on the market of the many individual decisions that we make? What does it mean for society when we plunk down \$1M, especially if it is something that we are not sure that we want?

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